

# STUDY ON “IMPACT OF ACCREDITED INSTITUTES DURING STUDENT ENROLLMENT IN HIGHER EDUCATION”

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## ABSTRACT

*In India, it is vital for an educational institution to prioritize the factors that drive the student's choice during enrollment in higher education and accreditation is also one of the factor. (Mike Molesworth, 2011). The focus of this paper is to understand the effect of accreditation on the student enrollment in higher education from student fraternity in Pune city. The study is based on descriptive and exploratory research and to accomplish the above said objective, researcher use quantitative approach. The research was conducted in the HEI's, colleges and universities providing graduate and post graduate courses located in the Pune city, as it is one of the education hub in India where many HEI and Universities with all streams like management, hospitality, engineering, medical are available. The limitation of this study is the researcher was unable to reach all academicians and students of various colleges of Pune due to COVID. The research provides an understanding into the relevance of accreditation during student enrollment in higher education institutes and colleges to all the stakeholders. Till now very less research is done to understand the impact of accreditation during student enrollment in colleges and institutes esp in Pune city.*

**Keywords:** Customer Centric, Student Centric, Market Place, Higher Educational Institute, National Assessment and Accreditation Council.

## INTRODUCTION

### Higher Education in India

Higher education is a vital tool that strengthens the inclusive progress and development of the nation Hoque, Jewel (2018). It is an essential cog to which the twin task of honing an individual's skill in a specific forte and also enrichment of individual opinion of worldly matters in various paces of life, is attributed Ranjan, Rajesh (2014). After USA and China, India is next priority for students for admission as well the largest higher education system globally. Shibu John And Seyed E. Hasnain, (2020). Today, most of the vastly rated and ranked colleges and institutes in India are private institutions where students have to shell out more fee or the fee is highly subsidized—a condition that is just conflicting to what is common in the west. Students' admissions in these highly ranked institutions, universities and colleges depends on their academic performance. Due to this, the reformation rate is as high as almost 90 per cent, where the students' choice of institution is conceded Qiang, Zha (2013). Considering these conditions, students transfer toward private universities for higher studies. Whereas the highly ranked HEI, Universities and colleges maximum focus on proper orientation, healthcare services, good infrastructure, career related counselling, guidance and no compromise on quality educational and

final placement. In the existing trend, academic landscape, require quality education and lean more towards research-based education, the purpose of higher education is not only to edify and groom individuals in many specializations, but also to focus on the personality development and thus, educate the community. Seyed E Hasnain, (2020). As the world is adapting and competing with global, the scope and requirement of higher education have undergone multifarious rise, and delivering exceptional quality education is the only way to meet this demand. The progress of the nation is driven by higher education because it harvests an expert workforce with specialized knowledge and a considerably better status of intellectual and analytical skills Altbach et al. (2009).

The vital stakeholders in the education system, i.e., the students, the faculty, the parents, the institution's management, policy-makers and even the society as an entire are concerned with the quality of higher education being delivered Marinoni, Giorgio and deWit, Hans. (2019). This concern necessitates setting up of academic quality and process standard, quality assessment procedure, evaluation and assurance processes. To ensure academic quality in higher education, countries around the world have introduced academic quality assurance systems, and so India also introduced such regulation and assurance bodies to accredit and rank their higher education system.

### **Accreditation in Higher Education**

Accreditation is the peer review procedure, which assures quality of the university in terms of education, infrastructure, teaching –learning and other related activities. Procedure is a voluntary activity initiated by the institution. It requires a rigorous self-evaluation and an independent, objective peer appraisal of the overall educational quality. Accreditation emphasizes quality assurance and a commitment to continuous quality enhancement. Accreditation is the procedure of a nationally accepted accrediting agency recognizing an institution, postsecondary institution, or programme offering as achieving membership standards. Accrediting organizations are non-profit membership organizations that evaluate the administrative and academic competence of their members, which can include whole institutions or sections of them. Accreditation is one of the most essential components to scrutinize before admitting in a degree programme at any of India's higher education institutions. Any authorized institution, college and university who is accredited by some approved government agency meets the academic criteria guided by university can award degree. Accrediting officialdoms are non-profit membership organizations that assess the administrative and academic proficiency of their employees, which can embrace entire institutions or segments of them Tayeb Brahimi, (2020). Getting Accreditation in colleges and institutes can benefit in terms of: Driving the potential students, Enabling confidence in students in terms of academics and final placement, Standard programs against other global programs of institutes, Better quality of education.

Higher Education institutions go through an arduous route to corroborate that they meet rigorous educational benchmarks. This is identified as accreditation. There are a number of private and Non-Government Organizations (NGOs) that do the analysis of courses and institutions on a voluntary basis, which are in turn also reviewed for quality measures by bodies such as the Council for Higher Education Accreditation (CHEA). This external quality check is carried out by professionals from the industry on a volunteer basis. Both institutions and individual courses can be accredited regionally (example: State level) and nationally, hence one institution can hold multiple valid accreditations at the same time. National Assessment and Accreditation Council, an autonomous body, has been entrenched by the University Grants Commission in 1994 in

fulfillment of the suggestions made by the National Policy of Education, 1986, giving exceptional prominence on assessing the quality of higher education in India. The prime mandate of NAAC, as envisaged in its Memorandum of Association (Mo A), is to assess and accredit institutions of higher learning, universities and colleges or one or more of their units, i.e., departments, schools, institutions, programs, etc. Nilufer Ulker, (2018).

## LITERATURE REVIEW

### Impact of Accreditation in Higher Education

Fernandes & Singh (2021) in one of their publication emphasizes on the assessment of Indian university accreditation and ranking system and defining its effectiveness in refining academic quality for attaining respectable place in worldwide quality accreditation and ranking. Author found that teaching - learning, research and collaboration with corporates are important factors to get the accreditation and ranking in the worldwide. It was also found that “*research*” and “*citations*” are also considered for acquiring impressive place in global ranking, if the higher education in India work on these parameters getting a global image will not be a big challenge. Lagrosen, Stefan Olof, Dahlggaard-Park, Su Mi, Dahlggaard-Park, Su Mi (2017) publish a research paper on “Quality through accreditation”, through his research paper he highlighted three important accreditation standard EQUIS, AACSB and AMBA for business school as well compare the three with reference of quality. Author found that all the criteria which were covered in EQUIS, (purpose is to give accreditation to institutions such as business schools and similar after evaluation of all the activities, the resources and the learning infrastructure). (EFMD, 2016b) AACSB aim of AACSB is to raise incessant quality progress in the three vital areas: engagement, innovation and impact. AACSB (2013). Through AACSB association the committee review after every five years and they all are forced to keep standard high in all domain and AMBA (2013) were mapped properly to understand its importance in higher education. Berry & Hammer (2018) in a research paper discussed Lagrosen (2017) about the relationship between accreditation and student engagement in business schools. Author found that students will be more active in the academics and will perform better also if the institutes are accredited. In last it was concluded that positive impact was found between accreditation and student participation and involvement. One of the article written by SC Sharma, Director Bangalore, (2020) on inducing quality and relevance in Indian higher education institutions, he discussed that now there is a colossal growth in higher education institutes and with the same pace students are also enrolling for higher education it’s important to induce quality and fitness of purpose. Accreditation is a professional practice that an institution or programme commences with the objective of refining its academic standards and safeguarding the quality of the education process. Quality assertion entails an ongoing evaluation of academic pointers, through internal as well as external self-valuations approved by peer assessors. Due to the globalization of higher education, institutes and universities are progressively focusing on achieving a higher position in international rankings and the accreditation process may also add to achieve this. Alejandra Acevedo-De-los-Ríos, & Rondinel-Oviedo (2022) Quacquarelli Symonds in 2021 mentioned about the significance of accreditation in architectural education as well it’s an evaluation tool to measure the quality of education. According to them accreditation contributes academic and public acknowledgment to those institutes that achieve these standards and ultimately sways their performance in global rankings (King et al. 2018). Accreditation is imperative both inside the institution and it also plays a trivial role at the local and global levels. As per the student fraternity and academicians accreditation

affects education quality standard.

Nguyen Duc Hanh, Nguyen Thi My Nga, Vu Quynh Loan, in 2019 discussed about the role of quality assurance and quality accreditation in higher education in Vietnam. He found that quality assurance in higher education institutions can be achieved through constant self-assessment as well as adding some forms of internal or external independent accreditation organizations. Getting accreditation in the course program did not only strengthen the quality of course but also gives confidence to employees as well as the student fraternity. Author also discusses about that if the higher education wants to get standard in terms of education at a global level, then HEI should regularly do quality checks and quality accreditation in the course or program. Constant upgrading of internal quality assurance actions is a base for attaining high levels of independence, stability, and faith of educational institutions. Aspects such as internationalization and better recognition are more recurrently mentioned in accumulation to progress in academic training. Accreditation also contributes in upgrading and improving all pointers like student-teacher ratio, satisfaction level of students in terms of teaching, number and quality of courses, number of published papers and number of teaching faculty with PhD degree which were discussed in his research. He also examines in his project across all cases and it could be projected that an accreditation oriented specifically for an architecture school could improve and contribute positively to an architecture school's quality assurance. Phoebe Wong, Daisy Lee and Peggy M.L. Ng (2017) did a study on the reason for online search of information about universities in Hong Kong. Author mentioned that there are differences in gender and academic program while searching information through online, along with this, author finds some more variables like university reputation, quality of teaching, accreditation and affordability. Through this research author found that 69% of females use online platforms as compared to males to collect information about HEI and University Wong et al. (2018). Cura & Ahmed Alani (2018) published a research paper on the effect of accreditation in quality education at business schools. Through the research paper it was found that there is a positive relationship between accreditation and quality at business schools. Author mentioned that it has not only a good impact on the performance of employees but also students will be confident during the course, author also found that accreditation will help in more number of publications, if the institutes and colleges are accredited through some government agencies. Makhoul (2019) did research on understanding the relation between getting accreditation in higher education and teaching-learning enrichments. Author wants to investigate the authenticity of receiving outside quality validation can truly sway the internal life of higher education institutions as well as the level of changes in the institutes. Through this research it was also found that to get listed in accredited institutes, publication from faculty in good journals is also recommended. Institutes should always be active in continuous improvement activities for faculties. Adel Khelifi, Slaheddine Khelifi, Nabil Khelifi, Hamdi Essaieb (2020) published a paper to study on the accreditation as a benchmark to evaluate the performance of programs and courses. Author mentioned that getting accredited institutes can help in economic development of a country as well as it will give a yardstick to assess the quality of courses. Getting accreditation will also encourage student exchange programs and will drive other countries' students to get admission. Chen & Hou (2016) in Taiwan did a study to understand the impact of encouraging a dual-track quality assurance structure embracing accreditation and self-accreditation in higher education institutions. Institutes who are self-accredited can implement their courses without needing consent from peripheral quality assurance agencies. In disparity to other countries, the Ministry of Education of Taiwan ratified self-accrediting institutes to advance their own assessment criteria. Author mentioned that diversity in higher education has become mandatory; this will also encourage more admission and global appearance.

Daniel R. Rondinel-Oviedo (2021) did research to understand the impact, added value and relevance of accreditation on quality assurance in architecture specialization. This article explain how a worldwide accreditation progression sways on quality assurance in higher education and its auxiliary importance to local institutions. The assessment was done by academician and students. Accreditation has sundry effects athwart in various segments of higher education, such as admissions, academic reputation and internationalization, research and innovation, as well as the quality of teaching and employability Kumar et al., (2020).The functioning of numerous educational institutions should be recurrently revised either through self-assessment or through the rendezvous of neutral, external agencies. The accreditation of higher education institutes by fair governmental bodies can also support and keep the system in check. With a progression in the number of institutions providing higher education, the education system has also fallen prey to derelictions, like subnormal infrastructure, poor faculty and mismanagement, overpriced capitation fee other than the tuition fee, and much more Qiang, Zha (2013).

Accreditation, as a quality assertion tactic to higher education, has been executed throughout the world to enrich quality, culpability and pellucidity, and quality improvement. Accreditation grounding and accreditor approvals are often perceived to motivate, encourage and occasionally strength institutions to progress strategic plans for modification and development (Urgel, 2007). The accreditation process can result in boosted institutional quality, particularly in the areas of academician development, program development and student knowledge Trifts, (2012). Nevertheless, accreditation's actual effects on quality management, Huu Cuong Nguyen & Thi Thu Hien Ta, ( 2017).

### **Impact of Accreditation on Student's Enrollment in Higher Education**

Manjinder Singh Dhaliwal, Amit Mittal, (2019 mentioned in his research paper on determining the Factors affecting the Selection of Private Universities and Colleges in Indian Context. The objective of this research is to explore the factors that affect the student's choice of higher educational institution in Indian context. Based on expert interview and literature review, the researcher identified six antecedents (Location, Public Image, Employability of Graduate, Promotions, Fee Structure and Quality of Academic Programs accredited by some government agency) that affect student's choice of higher educational institution. Mazzarol and Soutar (2002), in one of his study discussed about the important factors of international students and identified quality in general and of its faculty, its collaborations with other institutions that the student is familiar with, its alumni network, and the number of registered students. He discussed about the factors influenced student to choose university are international ranking international accreditations, program content as well duration of degree. Linda Dowling-Hetherington (2019) discussed about the transnational Higher education and the various factors which influence the students to go for higher education in different country. Author discuss about the reasons students choose international study and transnational higher education and it was found that some push factors relate to students home country and pull factors connect to host county. Apart from this, author also discuss about the factors like reputation of institute, accreditation and course quality influence students to choose a study location and institution. Bueno (2019) publish a research paper to explore the numerous aspects allied with student's choice for Columbian College. Marketing events, advertisement through publications, brochures, telephone calls from institution and admission officer were the foremost sources of information. Other related factors were information from counselors, personal visits to the College campus, religious adviser, teachers/ instructors/ professors, personal letters from the College, and presence and accessibility of school

sponsored activities. However, advertisement such as through TV/radio/mass media announcement were considered moderately important for them. Institute internal factor like accreditation status of the College, scholarship, reputation, total strength, number of specialized courses, fees structure, were considered very much important factors in choosing Columbian College. Burnett (2020) did research on how accreditation may aid as indicator to prospective students and influence institutional enrollment. Author mention for student education, an institution's accreditation is a characteristic that colleges and universities may follow to differentiate themselves from peers. Indeed, schools flaunt their regional relatively than national accreditation on college websites. Author also found that higher education institutes observe accreditation and student enrollment are connected with each other. Another research Perna (2006) says that as per student's fraternity getting accreditation is the strong indicator of quality education. To retain as accredited institutes, college and institutes sporadically endures an assessment during which they engross in a self-study—defining how and whether they act in accordance with the standards or not. Jianping Landrum (2018) did research on understanding the marketing factors that influence nontraditional college student enrollment decision. This research explored a 7P marketing mix, based on the historical/traditional marketing mix from product, price, place and promotions (4Ps), to people (as 5Ps), and to physical facilities and processes (as 7Ps). Bikram Jit Singh in 2020, study tries to exemplify the existing position of engineering-related education, particularly in India and tends to skim the various parameters that affect the enrollment of students among higher education institutes, directly or indirectly. Among all the factors brand name of institute, its location, facilities provided, fees structure, placement record, college affiliation or certification are the important factors. Author also highlighted that to provide quality education in this sector it's imperative to focus on latest curriculum and pedagogy and academician should concentrate on how to do student (customer) care and more on making them delight in terms of curriculum and pedagogy Alajoutsijärvi et al. (2018).

## Objective

1. To study the impact of accredited institutes during student enrollment for higher education.
2. To study the role of accreditation in creating a brand image in student mind during higher education admission.

*H<sub>1</sub>- Accreditation has no impact in the student enrollment in higher education.*

*H<sub>2</sub>- Accreditation has no role in creating a brand image in student mind during higher education admission.*

## RESEARCH METHODOLOGY

The study is based on descriptive and exploratory research and to accomplish the above said objectives, we use quantitative approach. The research was conducted in the HEI's, colleges and universities providing post graduate course located in the Pune city, as it is one of the education hub in India where many HEI and Universities with all streams like management, hospitality, engineering, medical are available Table 1.

Category	Frequency	Percentage
Gender		
Male	88	56.77
Female	67	43.22

Course Name		22.58
BA	35	23.22
BSC	36	27.09
BBA	42	27.09
B Com	42	27.09
Graduation Pursuing	30	19.35
Graduation Completed	55	35.48
Post Graduate Pursuing	70	45.16

**Data Collection**

The study is based on primary data. The Primary data is collected by structured questionnaire from 155 respondents with ratings on 5 Likert's scale from Students (graduate and post graduate student) Adolphus (2010).

**FINDING**

**Data Analysis**

Reliability is the measure of internal consistency of the constructs in the study. A construct is reliable if Alpha value is greater than 0.70. Construct reliability was assessed using the Cronbach’s Alpha .In this study the total number of item is 16 and Cronbach's Alpha value is 0.921 which says that data is reliable Nunnally (1978) Table 2.

*H<sub>1</sub>- Accreditation has no significant impact on the student enrolment in higher education.*

Model	Sum of Squares	df	Mean Square	F	Sig.
1					
Regression	290.987	5	58.197	216.930	0.000b
Residual	35.949	134	0.268		
Total	326.936	139			

To prove the above hypothesis researcher used regression. In this dependent variable is student enrolment and independent variable is accredited institute Natarajan (2000). As the significant value is less than 0.05 its showing that all the independent variable has an impact on the dependent variable. Hence we accept the alternate hypothesis Eaton (2010) Table 3.

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.032	.119		-.267	.790
	Campus infrastructure	.726	.060	.790	12.091	.000
	fees	.281	.067	.261	4.220	.000
	Teaching quality	-.528	.062	-.619	-8.463	.000
	Accredited institutes	.753	.058	.715	12.949	.000
	Placement	-.214	.070	-.217	-3.051	.003

*H<sub>2</sub>*-. Accreditation has no role in creating a brand image in student mind during higher education admission

To prove the 2nd hypothesis researcher used regression. In this dependent variable is brand image and independent Gupta (2021) variable is accredited institute Liu et al. (2015). As the significant value is less than 0.05 its showing the independent variable has an impact on the dependent variable. Hence we accept the alternate hypothesis Table 4.

Table- 4 ANOVA						
	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	232.428	5	46.486	97.601	.000b
	Residual	63.822	134	.476		
	Total	296.250	139			

KMO measure is 0.928 which is indicates that the samples chosen for the study are adequate Communalities Table 5.

Table 5 FACTOR ANALYSIS TEST		
Communalities		
	Initial	Extraction
Campus infrastructure	1.000	.684
Fees	1.000	.645
Placement	1.000	.925
Accredited	1.000	.880
Placement	1.000	.826
Excellent teaching	1.000	.873
Group discussion & PI	1.000	.481
Corporate preference for placement	1.000	.750
Excellent ROI(Return on Investment)	1.000	.772
More number of admission every year	1.000	.784
Ranking	1.000	.851
Marketing through social media	1.000	.798
More program options	1.000	.720
Global exposure	1.000	.807

Extraction Method: Principal Component Analysis.

From the Communalities table it's evident that all the variables can be high extractions value which represents the variance of the variables accounted for by the extracted factors (As a thumb rule communality value which is more than 0.5 to be considered for further analysis) Table 6.



Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1.Campus Infrastructure	7.776	55.540	55.540	7.776	55.540	55.540	5.722	40.873	40.873
2.Accredited Institutes	3.022	21.583	77.123	3.022	21.583	77.123	5.075	36.250	77.123
3.Placement	.646	4.616	81.739						
4Fees	.427	3.053	84.792						
5.Brand Image	.391	2.793	87.585						
6Excellent Teaching	.339	2.419	90.003						
7.Group Discussion	.296	2.111	92.115						
8.Corporate Preference	.243	1.736	93.851						
9.Excellent ROI	.215	1.534	95.385						
10More Number of admission every year	.185	1.321	96.705						
11.Ranking	.156	1.116	97.821						
12.Marketing through Social Media	.139	.990	98.811						
13.More Program options	.109	.779	99.590						
14.Global Exposure	.057	.410	100.000						

Extraction Method: Principal Component Analysis.

Above Table (Total Variance) explains that there are two components with Eigen’s value great than 1, Thus the stated set of 14 Kumaravelu & Suresh (2021) variables represent 3 components, further the extracted sum of squared holding % of variance depicts that the first factor accounts for ... of the variance features from the stated observations, the second ..... Thus 2 component are enough in representing all the characteristics or components highlighted by the stated 14 variables Zhao & Ferran (2016) Table 7.

	Component	
	Influential factor for admission	Contemporary factors
Campus infrastructure	0.645	0.518
Accredited institute	0.626	0.504
Placement	0.757	0.593
Fees	0.773	0.532
Brand image	0.739	0.530
Excellent teaching	0.765	0.536
Group discussion & PI	0.693	
Corporate preference for placement	0.770	0.397
Excellent Return On Investment	0.765	0.433

More number of admission every year	0.766	0.445
Ranking	0.818	0.426
Marketing through social media	0.763	0.466
More program options	0.761	0.377
Global exposure	0.770	0.462

Extraction Method: Principal Component Analysis.

a. 2 components extracted.

The above table depicts that there is cross loading for almost all the variables, to drive more adequate results, cross loading needs to be eliminated, therefore the factors can be redistributed by having rotation and hence rotated component matrix is examined for identification of components Francis (2013) Table 8.

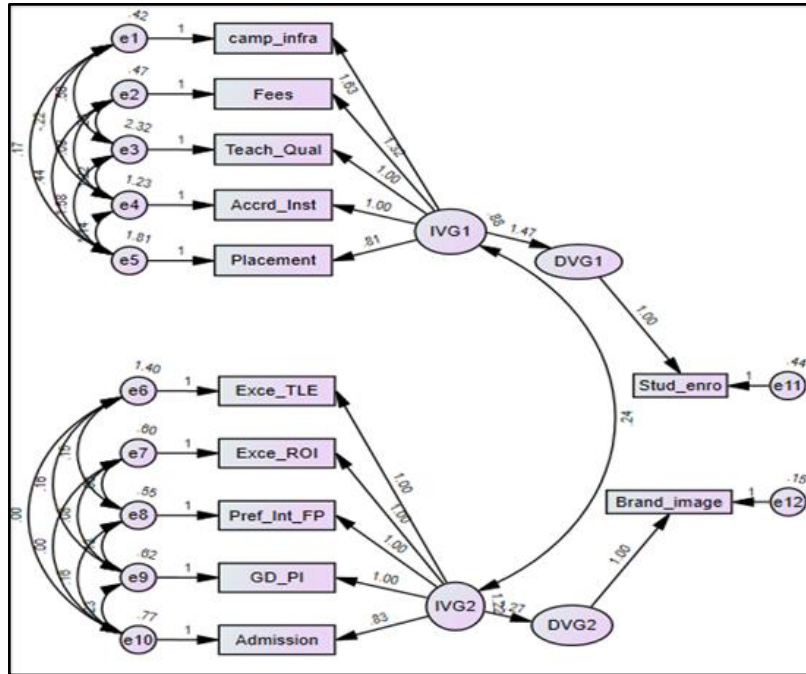
<b>Table 8</b>		
<b>ROTATED COMPONENT MATRIX</b>		
	Components	
	Contemporary factors	Influential factor for admission
Campus infrastructre		0.814
Accredited institutes		0.791
Placement		0.945
Fees		0.909
Brand image		0.885
Excellent teaching		0.907
Group discussion and PI	0.511	0.469
Corporate preference for placement	0.841	
Excellent Return on Investment	0.861	
More number of admission every year	0.869	
Ranking	0.897	
Marketing through social media	0.881	
More program options	0.821	
Global exposure	0.884	

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 3 iterations.

Looking at the above table, we can see that Campus infrastructure, Fees, Placement, Accreditation, and Excellent teaching is loaded on Factor 2 which is influential factor for admission, while Group Discussion & PI, Corporate preference for placement , Excellent ROI, ranking, Marketing through social media, More program promotions, global exposure are loaded on Factor 1 which is contemporary factors. Further GDPI is loaded in more than one component, it is not effective in measuring a specific category and hence cannot be considered for further analysis Singh & sodhi (2020) Figure 1 and Table 9.



**FIGURE 1**  
**FACTORS FURTHER GDPI**

Table 9 GOODNESS OF FIT MEASUREMENT			
Indicators of GOF	Expected measure	Estimation result	Comment
Basic Fit			
CMIN/DF	CMIN/DF < 5.0	2.554	Good fit
Absolute fit measurement			
GFI	GFI > 0.90	0.910	Good fit
RMSEA	RMSEA < 0.08	0.106	Not Good fit
Incremental fit measurement			
AGFI	AGFI > 0.90	0.810	Marginal fit
NFI	NFI > 0.90	0.945	Good fit
RFI	RFI > 0.90	0.901	Good fit
IFI	IFI > 0.90	0.966	Good fit
TLI	TLI > 0.90	0.947	Good fit
CFI	CFI > 0.90	0.965	Good fit

Sources: Analysis data result AMOS SPSS. GFI: Goodness- of- fit index, RMSEA: Root mean square error of approximation, NNFI: Non- normed fit index, NFI: Normed fit index, AGFI: Adjusted goodness- of- fit index, RFI: Relative- fit index, CFI: Comparative fit index, IFI: Incremental fit index Stura et al. (2019) Table 10.

<b>Table 10</b>							
<b>REGRESSION WEIGHTS GROUP NUMBER 1 - DEFAULT MODEL</b>							
			Estimate	S.E.	C.R.	P	Label
DVG2	<---	IVG2	1.270	0.099	12.799	***	
DVG1	<---	IVG1	1.470	0.185	7.957	***	
Placement	<---	IVG1	0.813	0.088	9.286	***	
Accredited Institute	<---	IVG1	1.000				
Teaching Quality	<---	IVG1	1.000	0.106	9.464	***	
Fees	<---	IVG1	1.324	0.169	7.814	***	
Campus infrastructure	<---	IVG1	1.634	0.210	7.768	***	
Admission	<---	IVG2	0.827	0.066	12.567	***	
GD &PI	<---	IVG2	1.000				
Pref_Int_FP	<---	IVG2	1.000				
Excellent ROI	<---	IVG2	1.000				
Excellent Teaching Learning Environment	<---	IVG2	0.999	0.095	10.560	***	
			Estimate	S.E.	C.R.	P	Label
Student enrollment	<---	DVG1	1.000				
Brand image	<---	DVG2	1.000				

Table no10 represents following regression estimates, out of two latent variables Independent Variable Group 1 (IVG1) have highest impact on Dependent variable group 1 (DVG1) with 1.470 regression weights, Independent Variable Group 1 is having five indicators out of that campus infrastructure is having highest impact with 1.634 regression weights on student enrolment (Student enrollment ) which is dependent variable , Independent Variable Group 2 is having five indicators out of that three indicators of own standard of GD&PI (GD\_PI), Corporate give preference for internship &final placement (Pref\_Int\_FP), Excellent ROI (Excellent ROI) having highest impact with 1.00 regression weights on Brand image which is dependent variable Amaral et al. (2007) Table 11.

<b>Table 11</b>							
<b>COVARIANCE'S: (GROUP NUMBER 1 - DEFAULT MODEL)</b>							
			Estimate	S.E.	C.R.	P	Label
IVG1	<-->	IVG2	.239	.092	2.605	.009	

Table 11 represents following covariance's between two individual latent variables which are independent variables in nature are having moderate relationship between them that is measured by .239 regression estimates Table 12.

<b>Table 12</b>							
<b>VARIANCES: (GROUP NUMBER 1 - DEFAULT MODEL)</b>							
			Estimate	S.E.	C.R.	P	Label
IVG1			.878	.226	3.886	***	
IVG2			1.221	.191	6.394	***	

Table no.12 represents following variances of two individual latent variables (IVG1 and IVG2) which are independent variables in nature are having .878 and 1.221 regression estimates respectively, which shows IVG2 is impactful for multiple indicators in the model.

## CONCLUSION

### **Impact of Accredited Institutes and Some Major Factors During Enrollment Decision In Higher Education**

In India, education sector is hastily shifting from the students centric to customer centric and so education industry has become a market. (Angelito Calma Williams, 2019). In today's education sector, one of the significant matters every nation is facing is – how to augment the value of their students Brennan & Shah (2000). Higher education institution is commended and played a significant role in edifice knowledge-based society, for the most part by educating young generation. In globalized economic era, the international higher education system offers an extra prospect to today's youth to get education globally. (Mushtaq, 2012). The globalization of higher education facilitates to meet the expectations and aspirations of youth to be one is more competent and align their knowledge base with rapidly growing global demand of knowledgeable workforce by both industry and service sector. Higher education institutes are competing with each other to attract more customer (student) with a promise to provide best academic and overall exposure. Students and parents evaluate various factors which can influence them during enrollment in Higher education. The study investigates to understand the impact of accredited institutes on the enrollment decisions made by students in selection of HEI's. The study explores various other critical factors like campus infrastructure, fees and placement which contribute and influence more towards student enrollment in higher education in Pune. Whereas Accredited Institutes which provide good placement and have excellent teaching learning environment creates a good brand image in students mind and that also drive them during enrollment in higher education. The survey says that apart from accredited institutes, providing global exposure to student and having advanced program options will encourage student to make their choice in institute selection. This research will not only help students while selecting the college and understanding the various aspects to be considered during admission process but also help Higher education institutes to understand the student mindset during admission process. This research can be also helpful for the admission policy makers to give more focus on these determinants during admission phase. Future research can be done to understand the importance of getting accreditation in HEI and its impact on the teaching and learning quality in management colleges of Pune.

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